

**Michigan  
State Board of Education/  
Department of Education  
Strategic Plan  
2005-2010**



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# Michigan State Board of Education/Department of Education Strategic Plan 2005-2010

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The State Board of Education and Michigan Department of Education believe that:

- All children can learn at high levels, and that
- A complete education helps all of our children become participating citizens who are creative, caring, and critical thinkers, and to accomplish this
- The State Board of Education and Michigan Department of Education must work in collaboration with the Governor, the Legislature, and the community of stakeholders to achieve the Vision.

## VISION STATEMENT

The State Board of Education and Department of Education, with their partners, are the driving forces to create learning environments that prepare students to be successful in the 21<sup>st</sup> Century knowledge economy.

## MISSION STATEMENT

Provide leadership and support for excellence and equity in education.

## PHILOSOPHY STATEMENT

Working along with the Governor, State Board of Education, the Michigan Department of Education, and other state agencies, staff has identified core values that frame the “beliefs that will guide all employees’ behavior.” These core values will guide staff as it works to achieve the Board’s Strategic Goal. The core values are:

<b><i>Integrity</i></b>	<i>we are honest in our work</i>
<b><i>Inclusion</i></b>	<i>we reach out to everyone, including our employees, when making important decisions</i>
<b><i>Excellence</i></b>	<i>we earn recognition and respect through the quality of our work</i>
<b><i>Teamwork</i></b>	<i>we share information, resources, talents, and energy to achieve our vision for the children of Michigan</i>

## **GOAL, OBJECTIVES, OUTCOMES/PERFORMANCE INDICATORS, AND STRATEGIES**

### **GOAL**

**Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.**

### **OBJECTIVE 1**

Improve all students' achievement in all academic areas especially in English language arts and mathematics.

### **OBJECTIVE 2**

Identify and support practices, systems, and programs that sustain the social, mental, physical, and emotional growth of all students.

### **OBJECTIVE 3**

Ensure that Michigan classrooms are staffed with high quality teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.

### **OBJECTIVE 4**

Assure the efficient and effective implementation of federal and state programs.

**Approved June 14, 2005**

## OBJECTIVE 1

Improve all students' achievement in all academic areas especially in English language arts and mathematics.

### Outcome/Performance Indicators

- A. Increase the number of students entering kindergarten who meet the State Board of Education early learning expectations.

#### Strategies

- Provide technical assistance by disseminating SBE approved (2005) Early Childhood Standards of Quality for Prekindergarten along with supporting research and best practices in language, early literacy, and mathematics, in collaboration with ISDs and district/PSA early childhood specialists, and other interagency and community partners. *(Office of Early Childhood Education and Family Services)*
- Develop *Early Childhood Standards of Quality for Infants and Toddlers* with interagency partners and stakeholders as part of the infrastructure for the early childhood investment corporation and other early childhood systemic efforts. *(Office of Early Childhood Education and Family Services)*
- Continue to provide collaborative leadership in development of the Early Childhood Investment Corporation (ECIC). *(Office of Early Childhood Education and Family Services)*
- Advocate for increased program resources for early childhood programs. *(Office of Early Childhood Education and Family Services)*
- Develop and implement a tiered childcare provider-rating system. *(Office of Early Childhood Education and Family Services)*
- Establish an early childhood professional development system. *(Office of Early Childhood Education and Family Services)*

- B. Increase the number of students who score at the proficient level in English language arts, mathematics, and other assessed curriculum areas both on Michigan assessments (MEAP and MI-Access) and the National Assessment of Education Progress (NAEP).

### Strategies

- Collaborate with ISDs/RESAs, higher education institutions, established regional dissemination centers, and other professional organizations to develop and disseminate research-based practices that will improve student achievement in content areas. (*Office of School Improvement*)
- Develop and disseminate Grade Level Content Expectations and supporting materials in English language arts and mathematics in partnership with key education stakeholders. (*Office of School Improvement*)
- Develop and disseminate content expectations for social studies, science, health education, physical education, and the arts in partnership with key education stakeholders. (*Office of School Improvement*)
- Identify and disseminate resources for universal design for instruction to meet the needs of diverse learners who are at risk for targeted achievement standards. (*Office of Special Education and Early Intervention Services*)

C. Increase the number of students that leave high school prepared for college and/or postsecondary education and training opportunities.

### Strategies

- Promote innovation and research-based practices related to high school redesign. (*Office of the Superintendent*)
- Increase the number of schools that reach NCLB graduation rate goals. (*Office of School Improvement, Office of Special Education and Early Intervention Services, Center for Educational Performance and Information*)
- Promote and assist in the implementation of the goals, objectives, and strategies of Lt. Governor's Commission on Higher Education and Economic Growth, including incentives to districts that adopt high-expectations curriculum for all students. (*Office of the Superintendent, Office of School Improvement, Office of Educational Assessment and Accountability*)
- Promote and assist in implementation of required secondary transition services for students with disabilities. (*Office of Special Education and Early Intervention Services*)

- Align new State Educational Technology Plan to provide guidance on the best ways to use technology to increase student achievement. *(Office of Grants Coordination and School Support)*

D. Increase the number of schools making Adequate Yearly Progress (AYP).

Strategies

- Collaborate with ISD/RESAs, institutions of higher education, and other professional organizations to develop and disseminate research-based practices that will lead toward continuous school improvement. *(Office of School Improvement, Office of Special Education and Early Intervention Services)*
- Continuously improve our accountability system that assigns responsibility, reports results, rewards successes, and monitors the implementation of federally required sanctions. *(Office of Educational Assessment and Accountability)*
- Expand the use of technology based programs, such as distance learning and one-to-one initiatives. *(Office of Grants Coordination and School Support)*

E. Decrease the number of High Priority Schools.

Strategies

- Collaborate with education stakeholders to provide targeted resources by implementing the *Plan for Assistance to High Priority Schools*. This plan includes the elements of data collection and analysis, regional support teams, MI-MAP, and the School Improvement Framework (see Appendix A). *(Office of School Improvement)*
- Utilize additional resources, such as the State Improvement Grant under IDEA, to provide specific resources, technical assistance and personnel development. *(Office of Special Education and Early Intervention Services)*

F. Increase the number of students enrolled in before- and after-school programs and summer school that meet the State Board of Education *Model Standards for Out-of-School-Time Programs*.

### Strategies

- Continue to seek local, state, federal, and private resources to support these programs. (*Office of Early Childhood Education and Family Services*)
- Collaborate with educational partners, interagency groups, and professional organizations to provide technical assistance and support for before- and after-school, and summer programs. (*Office of Early Childhood Education and Family Services*)
- Evaluate and disseminate research-based best practices learned from existing programs. (*Office of Early Childhood Education and Family Services*)

### G. Maintain a high-quality (or enhance the) state accountability and assessment system.

#### Strategies

- Recommend grade level assessments for English language arts, and mathematics for 3-8. (*Office of Educational Assessment and Accountability*)
- Revise the Michigan Curriculum Framework benchmarks for high school. (*Office of School Improvement*)
- Revise the science and social studies assessments for grades 5-8 and 6-9 respectively. (*Office of Educational Assessment and Accountability*)
- Complete the MI-Access alternate assessment for students with significant disabilities and the alternate assessments in science and social studies. (*Office of Educational Assessment and Accountability*)
- Develop new high school assessment system. (*Office of Educational Assessment and Accountability*)
- Revise school performance indicators for accountability system. (*Office of Educational Assessment and Accountability, Office of School Improvement, Office of Special Education and Early Intervention Services*)
- Integrate required accountability and monitoring elements across general and special education to the extent possible. (*Office of Educational Assessment and Accountability, Office of School Improvement, Office of Special Education and Early Intervention Services*)



## OBJECTIVE 2

Identify and support practices, systems, and programs that sustain the social, mental, physical, and emotional growth of all students.

### Outcome/Performance Indicators

A. Increase parental and community involvement.

#### Strategies

- Gather and promote research-based information to schools and interagency partners highlighting successful parent education and involvement. (*Office of Early Childhood Education and Family Services, Office of School Improvement*)
- Recognize and promote schools that are successful at involving parents in ways that impact school climate and achievement. (*Office of Early Childhood Education and Family Services, Office of School Improvement*)
- Provide technical assistance and education services to educators, parents, and community partners. (*Office of Special Education and Early Intervention Services, Office of Early Childhood Education and Family Services, Office of School Improvement*)
- Promote parental and community participation in advisory committees and school improvement teams. (*Office of School Improvement, Office of Special Education and Early Intervention Services*)

B. Increase the number of schools that provide a safe and supportive learning environment.

#### Strategies

- Promote coordinated school health programs through policies and professional development. (*Office of Grants Coordination and School Support*)
- Target resources and technical assistance to schools and communities to implement comprehensive school health education. (*Office of Grants Coordination and School Support*)

- Market and recognize the successes of school meals programs (breakfast, lunch, after-school, summer) to increase the number of participating students. (*Office of Grants Coordination and School Support*)
- Identify and disseminate school interventions that lead to a reduction in violence. (*Office of Grants Coordination and School Support, Center for Educational Performance and Information*)
- Provide technical assistance through interagency collaboration to assure safe school environments. (*Office of Grants Coordination and School Support*)
- Implement a school-wide Positive Behavior Support (PBS) system through the Michigan Integrated Behavior and Learning Support Initiative (MiBLSi), a research-based initiative supported with federal funds under the IDEA. (*Office of Special Education and Early Intervention Services, Office of Grants Coordination and School Support*)

C. Increase reengagement rates of high school students.

Strategies

- Identify and promote successful programs that reduce drop out, suspension, and expulsion rates. (*Office of Grants Coordination and School Support*)
- Identify and promote effective practices for secondary transition services for students with disabilities. (*Office of Special Education and Early Intervention Services*)
- Locate and target resources to support research-based programs to reduce dropout rate. (*Office of the Superintendent*)
- Increase the age of mandatory attendance from 16 to 18.
- Encourage the use of media enhanced and distance learning opportunities to address the needs of diverse learners. (*Office of Grants Coordination and School Support*)

### OBJECTIVE 3

Ensure that Michigan classrooms are staffed with high quality teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.

#### Outcome/Performance Indicators

- A. Increase the number of classes taught by highly qualified teachers as defined by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEIA).

#### Strategies

- Develop and implement a process for monitoring the compliance of local districts and PSAs with state and federal highly qualified requirements in collaboration with CEPI (Center for Educational Performance and Improvement) and DIT (Department of Information Technology). *(Office of Professional Preparation Services)*
- Collaborate with professional development providers, particularly at ISDs, to target programs on high needs content areas. *(Office of Professional Preparation Services)*
- Require local districts to assure that the professional development they provide is targeted at building and enhancing specific academic skills and content knowledge. *(Office of Professional Preparation Services, Office of School Improvement)*
- Develop and implement a state professional development plan that is in compliance with the State Board of Education approved professional development standards of quality. *(Office of Professional Preparation Services)*
- Promote the use of technology based resources, such as a professional development portal, to increase professional development opportunities, enhance collaborative communications, and facilitate monitoring. *(Office of Grants Coordination and School Support)*
- Require that approval standards for teacher preparation programs are consistent with NCLB requirements and that they incorporate the concepts presented in the Grade Level Content Expectations as instructional tools and resources. *(Office of Professional Preparation Services)*

- Revise the teacher certification rules to include the Michigan Entry Level Standards for Michigan Teachers (ELSMT), which include field placements in the various categories of exceptional children: those with disabilities, the gifted and talented, and those with cultural differences. (*Office of Professional Preparation Services*)

B. Increase the number of new teachers receiving full certification in critical vacancy areas.

Strategies

- Collaborate with educational stakeholders to explore and develop incentive programs to recruit and retain teachers in critical vacancies. (*Office of Professional Preparation Services*)
- Identify areas of over supply of teachers and work with teacher preparation institutions to limit admission and enrollment in such programs. (*Office of Professional Preparation Services*)
- Encourage teacher preparation institutions to develop field opportunities in local districts for students enrolled in high needs areas such as math, science, and technology as a means of possibly recruiting them for teaching careers. (*Office of Professional Preparation Services*)
- Collaborate with educational stakeholders to develop standards based induction, licensure, and professional development. (*Office of Professional Preparation Services*)
- Promote loan forgiveness and recruitment programs offered through sources to increase teachers in targeted areas. (Troops to Teachers, mathematics and science forgiveness loans.) (*Office of Professional Preparation Services*)

C. Increase the Qualifications and Skills of School Administrators.

Strategies

- Lead efforts to reinstate administrator certification. (*Office of Professional Preparation Services*)
- Increase the number of principals and administrators from high priority schools/districts who participate in targeted professional development related to improving student achievement. (*Office of Professional Preparation Services*)

- Promote and disseminate the Standards for the Preparation of School Principals. (*Office of Professional Preparation Services*)
  - Collaborate with education partners to develop and provide targeted professional development opportunities to school leaders in research-based activities that focus on continuous school improvement. (*Office of School Improvement*)
- D. Increase the number of instructional paraprofessionals who meet the qualifications outlined in NCLB/IDEIA.

#### Strategies

- Collaborate with professional organizations and community colleges to develop programs to assist paraprofessionals to meet the NCLB/IDEIA requirements. (*Office of Professional Preparation Services*)
  - Make WorkKeys Assessment and the ETS Paraprofessional Assessment accessible and readily available. (*Office of Professional Preparation Services*)
  - Develop a local assessment that can be used by paraprofessionals to demonstrate that they are qualified to assist students in reading, writing, and mathematics. (*Office of Professional Preparation Services*)
  - Encourage local districts, schools, and intermediate school districts to make professional development activities available to paraprofessional staff as well as the teaching staff. (*Office of Professional Preparation Services*)
- E. Collaborate with education and professional development stakeholders to develop and disseminate standards and competencies for practitioners in other educational support areas (i.e., youth development workers, home visitors, etc.).

#### Strategy

- Explore the need for standards setting and licensure requirements for educational support positions outside of teachers and paraprofessionals. (*Office of Professional Preparation Services*)

## OBJECTIVE 4

Assure the efficient and effective implementation of federal and state programs.

### Outcome/Performance Indicators

- A. Increase the consistent implementation by intermediate and local districts and other grantees of state, federal, and other administrative requirements.

#### Strategies

- Provide technical assistance and professional development on generally accepted business practices. *(All offices administering grants)*
- Encourage compliance with state and federal legislative mandates and rules to avoid sanctions via technical assistance and monitoring plans. *(All offices administering grants)*
- Enhance collaborative activities with education and business organizations. *(All offices administering grants)*
- Expand the use of technology to improve quality of information provided to and from grantees. *(All offices administering grants)*
- Coordinate the procedures required by law for non-public and home schools. *(Office of School Finance and School Law)*
- Implement the ISD Partnership matrix in coordination with Michigan Association of Intermediate School Administrators (MAISA) leadership (see Appendix B). *(All offices, coordinated by Office of the Superintendent)*

- B. Increase inter/intra departmental collaboration to meet federal and state requirements.

#### Strategies

- Establish and implement collaborative Memoranda of Understanding with other agencies (CEPI, DIT) to assure effective administration of data collection and grant requirements. *(Office of the Superintendent, Office of Financial Management)*

- Review and improve (update as necessary) the Memorandum of Understanding (MOU) with DCH, DHH, DLEG, Corrections, and others to assure appropriate educational services to students with disabilities who are served through these agencies. *(Office of the Superintendent, Office of Financial Management)*
  - Work collaboratively with the State Legislature and the Departments of Treasury and Management and Budget to implement accounting and budget requirements. *(Office of Financial Management)*
  - Work collaboratively with Civil Service, Office of the State Employer, Department of Management and Budget, Civil Rights, unions, and other state agencies related to Human Resources administration to promote diversity and adequate staffing based on federal requirements. *(Office of Human Resources)*
  - Encourage cross-office work teams to collaborate on program implementation. *(All offices)*
  - Work collaboratively with appropriate state agencies to assure a safe working environment. *(Office of the Superintendent)*
  - Work collaboratively with the Center for Education Performance and Information (CEPI) to implement Public Act 180 of 2003 requiring CEPI to coordinate data Collections from schools receiving funds specified in the State School Aid Act. *(Office of the Superintendent)*
- C. Modify statewide structures that support intermediate and local school districts to improve student achievement.

#### Strategies

- Identify solutions to the challenges of school funding and restructuring. *(Office of Superintendent, Office of School Finance and School Law)*
- Work with education partners to determine efficiencies that can be realized through consolidation and sharing of resources at the local level. *(Office of Superintendent, Office of School Finance and School Law)*
- Establish a diverse group to develop recommendations and plan of action to bring about cost efficiencies across intermediate and local school districts. *(Office of Superintendent, Office of School Finance and School Law)*
- Develop recommendations for legislative action to support changes. *(Office of Superintendent, Office of School Finance and School Law)*

- Work with education partners to implement recommendations. *(Office of Superintendent, Office of School Finance and School Law)*

D. Reduce current processing time in MDE internal approval processes.

Strategies

- Target processes that have most impact on getting work done efficiently and design new strategies. *(All offices)*
- Implement new processes department wide. *(All offices)*
- Improve access by citizens to MDE services and leadership via technologies. *(All offices)*

E. Increase the consistent implementation of MDE policies and procedures by managers.

Strategies

- Update MDE policies and procedures manual. *(All offices)*
- Develop and implement a common philosophy of staff management. *(All offices)*
- Provide technical assistance and professional development to support implementation of practices. *(All offices)*
- Implement corrective action plans based on agreed to recommendations from audit reports. *(All offices)*

F. Increase staff satisfaction with work culture.

Strategies

- Survey staff related to work culture and administrative efficiencies. *(All offices, coordinated by Office of the Superintendent)*
- Develop and implement plans to address staff concerns. *(All offices, coordinated by Office of the Superintendent)*
- Develop and implement strategies to improve internal and external communications. *(All offices, coordinated by Office of the Superintendent)*



- G. Define expected outcomes, plan for determining results, and measure impact for each strategy.

Strategies

- Action teams will define interim and long-term performance measures for each key outcome. *(All offices, coordinated by Office of the Superintendent)*
- Develop plan for monitoring action plans and using results data. *(All offices, coordinated by Office of the Superintendent)*
- Develop data systems that allow for user-friendly data submission and retrieval to meet both federal and state requirements and program improvement, in collaboration with CEPI and DIT. *(All offices, coordinated by Office of the Superintendent)*

# MDE & ISD/RESA Partnership: 1. Teaching and Learning (page 1 of 3)

(To improve student achievement for all learners and close the achievement gap for all sub-groups.)

<b>AUTHORITY</b> <i>(federal/state)</i>	<b>MDE ROLE</b> <i>(Interpret, establish, regulate)</i>	<b>MDE / ISD ROLES</b> <i>(Operationalize, collaborate)</i>	<b>ISD ROLE</b> <i>(Deploy, support)</i>	<b>LEA/PSA ROLE</b> <i>(Implement)</i>
<p><u>Authority Level:</u> State, Federal, SBE Policy</p> <p><u>Regulation:</u> NCLB (Titles I, II, V; Bilingual), EdYES!</p> <p>Revised School Code 380.627 380.1204a 380.1233 380.1233b 380.1277 380.1278 380.1526 – 380.1527 380.1531</p> <p><u>Administrative Rules</u> NA</p> <p><u>State Board of Education Policies</u> *Ensuring Excellent Educators (adopted 4/02) *Learning Expectations (adopted 6/02) *Elevating Educational Leadership (adopted 9/02) Revision of the Mi Curriculum Framework (approved 6/02) SBE Strategic Goal</p>	<p><b>A. <u>School Improvement</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Interpret statutory mandates</i></li> <li>✓ <i>Provide technical assistance to schools receiving Title I funds</i></li> <li>✓ <i>Establish Michigan Curriculum Framework and Grade Level Content Expectations and products to improve teaching and learning</i></li> <li>✓ <i>Provide process for reporting compliance with NCLB</i></li> <li>✓ <i>Establish accountability system</i></li> <li>✓ <i>Develop/revise school improvement framework</i></li> <li>✓ <i>ID high priority schools</i></li> <li>✓ <i>Establish compliance regulations, allocate funds for support</i></li> <li>✓ <i>Provide data on high priority schools</i></li> </ul>	<p><b>A. <u>School Improvement</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Collaboratively develop and disseminate Grade Level Content Expectations and all companion documents</i></li> <li>✓ <i>Develop/revise the school improvement framework, including the performance indicators</i></li> <li>✓ <i>Develop school improvement models</i> <ul style="list-style-type: none"> <li>• <i>Curriculum development and support</i></li> <li>• <i>Develop network to share promising practices</i></li> </ul> </li> <li>✓ <i>Develop resources</i> <ul style="list-style-type: none"> <li>• <i>Mi-Map</i></li> <li>• <i>Mi-Plan</i></li> </ul> </li> <li>✓ <i>Collaboration with Office of School Improvement Field Services staff and ISD assistance teams</i></li> </ul>	<p><b>A. <u>School Improvement</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Create training model and materials for dissemination and implementation</i></li> <li>✓ <i>Clarify and support LEA self-assessment through training and access to resources</i></li> <li>✓ <i>Train and facilitate local adoption of school improvement model and process</i></li> <li>✓ <i>Provide technical assistance to school improvement teams in the areas of:</i> <ul style="list-style-type: none"> <li>• <i>data knowledge and management</i></li> <li>• <i>goal setting</i></li> <li>• <i>implementing and monitoring the school improvement process</i></li> <li>• <i>providing feedback on initiatives</i></li> </ul> </li> </ul>	
<b>RECOMMENDATIONS:</b>	See page 3			

# MDE & ISD/RESA Partnership: 1. Teaching and Learning (page 2 of 3)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>State Board of Education (SBE) Policies (cont'd)</u></p> <p>*Michigan Definition for Identifying Highly Qualified Teachers (approved 4/03)</p> <p>*Coordinated School Health Programs to Support Academic Achievement and Healthy Schools (adopted 9/03)</p> <p>*Quality Character Education (adopted 6/04)</p> <p>*Creating Effective Learning Environments (adopted 12/00)</p> <p>*Family Involvement Policy (adopted 5/97)</p> <p>*Statewide Safe School Choice Policy (adopted 4/03)</p> <p>*Safe Schools (adopted 5/00)</p> <p>*Bullying (adopted 7/01)</p> <p>Statement Supporting International Education (adopted 10/04)</p> <p>*Include All Students in the Michigan Educational Assessment System (adopted 10/01)</p> <p>*Testing of Michigan Limited English Proficient Students (adopted 2/03)</p>	<p><b><u>B. Professional Development</u></b></p> <p>✓ <i>Serve as a clearinghouse by providing guidelines, preservice and inservice programs and allocation of funds for professional development in the areas of curriculum, instruction, and assessment and understanding state and federal regulations</i></p> <p><i>Preservice:</i></p> <p>✓ <i>Establish standards for teacher preparation programs</i></p> <p>✓ <i>Facilitate teacher test development, implementation, scoring and reporting</i></p> <p><i>Interpret NCLB:</i></p> <p>✓ <i>Define, develop, and disseminate information about highly qualified staff</i></p> <p>✓ <i>Define, develop, and disseminate information about high quality professional development</i></p> <p><i>Inservice:</i></p> <p>✓ <i>Provide technical assistance on state standards</i></p> <p>✓ <i>Assist in the development of Learnport</i></p> <p>✓ <i>Partner with institutions of higher education</i></p> <p>✓ <i>Disseminate SBE induction standards</i></p> <p>✓ <i>Provide state resources to support induction</i></p> <p>✓ <i>Provide technical assistance and monitoring of induction</i></p>	<p><b><u>B. Professional Development</u></b></p> <p>✓ <i>Assure that proposed professional development activities meet SBE approved quality professional development standards and guidelines</i></p> <p>✓ <i>Provide training and dissemination of the PD standards.</i></p> <p>✓ <i>Work to identify and provide appropriate professional development through statewide networks</i></p>	<p><b><u>B. Professional Development</u></b></p> <p>✓ <i>Support LEAs to meet requirements in the following areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Highly Qualified Staff</i></li> <li>• <i>New Teacher Induction/Mentoring</i></li> <li>• <i>Teacher Development</i></li> </ul> <p>✓ <i>Provide conference and meeting facilitation for in-service and professional development</i></p> <p>✓ <i>Act as MDE/LEA Liaison</i></p> <p>✓ <i>Provide support in the following areas of teaching and learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Curriculum:</i> <ul style="list-style-type: none"> <li>• <i>Support for the MI Curriculum Framework/ GLCE</i></li> <li>• <i>Curriculum alignment</i></li> </ul> </li> <li>• <i>Instruction:</i> <ul style="list-style-type: none"> <li>• <i>Instructional strategies</i></li> <li>• <i>Research-based best practice</i></li> </ul> </li> <li>• <i>Assessment</i> <ul style="list-style-type: none"> <li>• <i>Assessment Services</i></li> <li>• <i>MEAP analysis /consultation</i></li> <li>• <i>Standardized testing</i></li> <li>• <i>Program evaluation; school improvement &amp; accreditation</i></li> <li>• <i>Assistance in improving student achievement</i></li> </ul> </li> </ul>	
<b>RECOMMENDATIONS:</b>	See page 3			

# MDE & ISD/RESA Partnership: 1. Teaching and Learning (page 3 of 3)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
See pages 1 and 2	<p><b>C. <u>Research and Development</u></b></p> <p><b>1. Educational Best Practices</b></p> <ul style="list-style-type: none"> <li>✓ Identify and disseminate best practices in all curricular areas and in multiple media</li> </ul> <p><b>2. Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>✓ Establish School Improvement Framework</li> </ul>	<p><b>C. <u>Research and Development</u></b></p> <p><b>1. Educational Best Practices</b></p> <ul style="list-style-type: none"> <li>✓ Identify and disseminate research practices in professional development</li> </ul> <p><b>2. Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>✓ Develop/revise the school improvement framework, including the performance indicators</li> <li>✓ Review of research</li> <li>✓ Identify Indicators of effective school improvement</li> <li>✓ Develop structure that clearly outlines the strands, standards, benchmarks, criteria, and evaluation of effective school improvement</li> <li>✓ Develop process by which schools can self-assess</li> <li>✓ Recommend to SBOE for policy decisions and use in state accountability system</li> <li>✓ Assure quality data on staff assignments and school variables as collected by CEPI</li> </ul>	<p><b>C. <u>Research and Development</u></b></p> <p><b>1. Educational Best Practices</b></p> <ul style="list-style-type: none"> <li>✓ Identify and expand knowledge of educational best practices</li> <li>✓ Assist in program evaluation to help identify programs, services, practices that are effective and/or need to be changed</li> <li>✓ Investigate and pilot non-traditional forms of instruction and delivery of educational services</li> <li>✓ Create access to a broader range of research-based practices</li> <li>✓ Design models and assist in implementation of models for continuous improvement</li> </ul> <p><b>2. Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>✓ Design models for educational planning, programming and decision-making and assist in implementation at the local districts</li> <li>✓ Build awareness of opportunities that will support improvement efforts in the local districts</li> </ul>	
<b>RECOMMENDATIONS:</b>	<p>1. MDE should collect, analyze and interpret data for the purpose of making programmatic decisions. Move the Center for Educational Performance &amp; Information, including staff and funding resources, to the Department of Education.) 2. Restore Section 81 funding to the ISDs.</p>			

# MDE & ISD/RESA Partnership: 2. Specialized Student Services (page 1 of 4)

(To meet the specific needs of learners.)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u> Federal State</p> <p><u>Regulation:</u> Individuals with Disabilities Education Act (IDEA) Revised School Code 380.1701 – 380.1766</p> <p><u>Administrative Rules</u> Special Education Programs and Services R 340.1701-340.1873</p> <p><u>State Board of Education Policies</u> *Include All Students in the Mi Educ Assessment System (adopted 10/01) *Goals to Support Revision in Early Childhood Educ (approved 12/97) *Goals to Support Revisions in Special Educ for Students Ages 22-26 (adopted 12/97) *Policies Regarding Transition &amp; Adult Services in Special Educ (adopted 4/99) *Framework for the Implementation of Goals for Special Educ (approved 12/99)</p>	<p><b>A. <u>Special Education</u></b></p> <p><b>1. <u>Student Services</u></b></p> <ul style="list-style-type: none"><li>✓ Operate Michigan Schools for the Deaf and Blind</li><li>✓ Youth placed in child-caring institutions</li><li>✓ Adjudicated youth services</li><li>✓ Youth in Adult Prisons</li><li>✓ Other placements per Individualized Education Plans (IEPs)</li></ul> <p><b>2. <u>Administration</u></b></p> <ul style="list-style-type: none"><li>✓ Administer programs and Services (Early On, Preschool, School-Age and Secondary Transition Services)</li><li>✓ Provide general Supervision, Monitoring, and Due Process</li><li>✓ Distribute, Audit and Report on state and federal funds</li><li>✓ Establish Data Collection and Reporting Guidelines</li><li>✓ Provide Personnel Development, Technical Assistance and Training</li><li>✓ Support Advisory Committees and provide guidelines for Parent Involvement</li></ul>	<p><b>A. <u>Special Education</u></b></p> <p><b>1. <u>Student Services</u></b></p> <ul style="list-style-type: none"><li>✓ Monitor center-based programs</li><li>✓ Coordinate services delivered to students in child-caring institutions</li><li>✓ Standardize the supervision of itinerant staff, or others, per the ISD plan</li><li>✓ Monitor contracted staff</li><li>✓ Monitor community-based instruction to achieve IEP secondary transition goals and support successful post-secondary outcomes</li></ul> <p><b>2. <u>Administration</u></b></p> <ul style="list-style-type: none"><li>✓ Operationalize ISD Plan for delivery of programs and services</li><li>✓ Provide administrative oversight, monitoring, complaint investigation and reporting, provision of access to due process hearings</li><li>✓ Collaborate on applications, distribution, auditing and reporting of state and federal funds</li><li>✓ Collaborate in data collection and reporting per state and federal requirements</li><li>✓ Provide personnel development for continuous improvement in student achievement</li><li>✓ Provide technical assistance and training for continuous improvement in delivery of compliant and effective student programs and services</li><li>✓ Provide support for parent involvement in IEPs and other activities</li></ul>	<p><b>A. <u>Special Education</u></b></p> <p><b>1. <u>Student Services</u></b></p> <ul style="list-style-type: none"><li>✓ Provide center-based programs for low-incidence students</li><li>✓ Monitor higher incidence programs</li><li>✓ Place itinerant staff in LEAs</li><li>✓ Contract for services with vendors</li><li>✓ Provide community-based instruction</li><li>✓ Provide transition services</li><li>✓ Provide homebound Services</li><li>✓ Provide diagnostic Services</li><li>✓ Provide wraparound Services</li><li>✓ Provide appropriate pupil transportation</li></ul> <p><b>2. <u>Administration</u></b></p> <ul style="list-style-type: none"><li>✓ Provide technical assistance to LEAs &amp; PSAs</li><li>✓ Consultative services</li><li>✓ Supervise staff</li><li>✓ Coordinate parent and interagency groups</li><li>✓ Provide professional development to improve instruction for students with disabilities</li><li>✓ Assist in the interpretation and implementation of federal rules and regulations</li></ul>	
RECOMMENDATIONS:				

## MDE & ISD/RESA Partnership: 2. Specialized Student Services (page 2 of 4)

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## MDE & ISD/RESA Partnership: 2. Specialized Student Services (page 3 of 4)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level</u></p> <p><u>Regulation:</u></p> <p>Revised School Code 380.1169 380.1177 380.1178 380.1179 380.1502 380.1504 380.1506 380.1507 380.1507a</p> <p>State School Aid Act 380.1631a 380.1657 380.1767</p> <p><u>Administrative Rules</u> NA</p> <p><u>State Board of Education Policies</u></p>	<p><b>F. <u>Comprehensive Health and Physical Education</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop and disseminate the comprehensive school health curriculum</li> <li>✓ Train school health coordinators</li> <li>✓ Establish guidelines and monitor school safety plans</li> <li>✓ Provide technical assistance</li> <li>✓ Collect and report school health data</li> <li>✓ Administer Teen Health Centers</li> <li>✓ Provide guidelines for Immunizations and Medication Compliance</li> <li>✓ Administer Michigan Model State Steering Committee</li> </ul> <p><b>G. <u>Math and Science Centers</u></b></p> <ul style="list-style-type: none"> <li>✓ Establish the application and selection process</li> <li>✓ Provide consultants as liaisons to the Math Science Network</li> </ul>	<p><b>F. <u>Comprehensive Health and Physical Education</u></b></p> <ul style="list-style-type: none"> <li>✓ Coordinated School Health Coordinators' Association</li> </ul> <p><b>G. <u>Math and Science Centers</u></b></p> <ul style="list-style-type: none"> <li>✓ Design and develop math/science centers based on needs of LEA and state and national standards</li> <li>✓ Provide professional development, technical assistance, and model instructional programs/practices to teachers within center's constituency</li> <li>✓ Provide state-wide leadership in the area of math and science</li> <li>✓ Provide input/expertise in decisions involving curricular benchmarking</li> </ul>	<p><b>F. <u>Comprehensive Health and Physical Education</u></b></p> <ul style="list-style-type: none"> <li>✓ Implement state mandates for higher education</li> <li>✓ Provide professional development for teachers and administrators</li> <li>✓ Distribute curriculum materials</li> <li>✓ Provide technical assistance to local school districts</li> </ul> <p><b>G. <u>Math and Science Centers</u></b></p> <ul style="list-style-type: none"> <li>✓ Operate or collaborate with math and science centers</li> <li>✓ Provide development and technical assistance for LEAs</li> </ul>	
<b>RECOMMENDATIONS</b>	<p>1. Move the Safe and Drug Free Schools &amp; Communities Act Grant program and the Michigan Model for Comprehensive School Health, including staff and funding resources to the Department of Education. Restore GF funding for the Michigan Model. Restore funding for math and science centers.</p>			

## MDE & ISD/RESA Partnership: 2. Specialized Student Services (page 4 of 4)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u> Federal State</p> <p><u>Regulation:</u> State School Aid Act 388.1699 Child care organizations, 1973 PA 116</p> <p>Revised School Code 380.1285a(2)</p> <p><u>Administrative Rules</u> Child Care Centers R400.5101-400.5940</p> <p><u>State Board of Education Policies</u> *Promote Health &amp; Prevent Disease &amp; Pregnancy (adopted 9/03) *Offering Healthy Food &amp; Beverages in Venues Outside of the Federally Regulated Child Nutrition Programs (adopted 12/03) *Quality Physical Education (adopted 9/03) *Comprehensive School Health Education (adopted 6/04)</p>	<p><b>H. <u>Afterschool Exemptions</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Notify ISD of exempted programs</i></li> <li>✓ <i>Provide exempt local programs with information about required standards.</i></li> <li>✓ <i>Publish model standards for before and after school programs.</i></li> </ul> <p><b>I. <u>Alternative Education Programs</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Monitor certification requirements for compliance</i></li> <li>✓ <i>Provide oversight, grant funding, and technical assistance</i></li> </ul>	<p><b>H. <u>Afterschool Exemptions</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Collaborate on model policies, procedures for ISDs to follow</i></li> <li>✓ <i>Implement the vision</i></li> </ul> <p><b>I. <u>Alternative Education Programs</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Operationalize best practice alternative education programs</i></li> </ul>	<p><b>H. <u>Afterschool Exemptions</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Accept resolutions from local school boards regarding compliance with policies on before and after school programs.</i></li> </ul> <p><b>I. <u>Alternative Education Programs</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Provide and/or support alternative programs for specialized groups of students</i></li> </ul>	
<b>RECOMMENDATIONS:</b>				



# MDE & ISD/RESA Partnership: 3. Early Childhood / Great Start (page 1 of 2)

(To ensure a Great Start for every child: safe, healthy and eager to succeed in school and in life.)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u> Federal State</p> <p><u>Regulation:</u> IDEA, Part C</p> <p>Revised School Code State School Aid Act 388.1632j 388.1681</p> <p><u>Administrative Rules</u> Special Education Programs and Services R 340.1701 – 340.1873</p> <p><u>State Board of Education Policies</u> *Ensuring Early Childhood Literacy (adopted 9/02) *Goals to Support Revisions in Early Childhood Education: Early Intervention Services for Children from Birth through Age Two and Preschool Services for Children from Age Three through Five (approved 12/97)</p>	<p><b>A. <u>Parenting Education</u></b> ✓ Administer Great Parents, Great Start grant programs ✓ Raise funds for, produce and distribute R.E.A.D. Y. Kits</p> <p><b>B. <u>Infant, Toddler, and Preschool Assessment, Identification and Programming</u></b> ✓ Administer Infant, Toddler, and Preschool Programs. ✓ Convene and participate on parent and Interagency advisory groups</p> <p><b>C. <u>Implement the Early Childhood Core Team Vision (Children's Action Network)</u></b> ✓ Implement Early Childhood Core Team Vision (Children's Action Network) ✓ Administer Michigan School Readiness Program and support local district's pre-K activities and services</p>	<p><b>A. <u>Parenting Education</u></b> ✓ Administer Great Parents, Great Start grant</p> <p><b>B. <u>Infant, Toddler, and Preschool Assessment, Identification and Programming</u></b> ✓ Collaborate Early On ✓ Collaborate Child Find ✓ Collaborate Early Childhood Special Education ✓ Collaborate Parent and Interagency Advisory Groups</p> <p><b>C. <u>Implement the Early Childhood Core Team Vision (Children's Action Network)</u></b> ✓ Participate in leadership of early childhood systems building efforts ✓ Develop standards and models for programs ✓ Administer programs in systems-building mode</p>	<p><b>A. <u>Parenting Education</u></b> ✓ Administer Great Parents, Great Start grants ✓ Distribute R.E.A.D. Y. Kits ✓ Provide and maintain statewide website of parenting and community resources</p> <p><b>B. <u>Infant, Toddler, and Preschool Assessment, Identification and Programming</u></b> ✓ Provide and support Early On, Child Find, Early Childhood Special Education ✓ Convene and participate in Parent and Interagency Advisory Groups</p> <p><b>C. <u>Implement the Early Childhood Core Team Vision (Children's Action Network)</u></b> ✓ Participate in leadership of early childhood systems building efforts ✓ Administer programs in systems-building mode ✓ Coordinate the collaboration of faith-based and community organizations, specifically, the Departments of Community Health and Human Services</p>	
<b>RECOMMENDATIONS:</b>	See page 2			

## MDE & ISD/RESA Partnership: 3. Early Childhood / Great Start (page 2 of 2)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
	<p><b>D. <u>School Preparation Services (Ready to Learn)</u></b></p> <ul style="list-style-type: none"> <li>✓ Support local district pre-K (Michigan School Readiness Program) activities and services, as well as tuition-based, Title I and other preschool programs.</li> <li>✓ Participate in and convene state early childhood collaboratives and advisory committees.</li> <li>✓ Professional development and training.</li> <li>✓ Collaborate with Department of Human Services to oversee Head Start programs</li> </ul>	<p><b>D. <u>School Preparation Services (Ready to Learn)</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate to support local district preK (Michigan School Readiness Program) activities and services, as well as tuition-based, Title I and other preschool programs.</li> <li>✓ Provide examples of best practice for the convening of local early childhood collaboratives and advisory committees.</li> <li>✓ Model and distribute best practices for professional development and training.</li> <li>✓ Interface with Head Start providers</li> </ul>	<p><b>D. <u>School Preparation Services (Ready to Learn)</u></b></p> <ul style="list-style-type: none"> <li>✓ Operate or support local district pre-K (Michigan School Readiness Program) activities and services, as well as tuition-based, Title I, Head Start, and other preschool programs.</li> <li>✓ Participate in and convene local early childhood collaboratives and advisory committees.</li> <li>✓ Coordinate professional development and training for service providers, parents, and community members</li> <li>✓ Operate Head Start programs or collaborate with Head Start service providers</li> </ul>	
<b>RECOMMENDATIONS:</b>	<p>1. The Legislature should appropriate necessary funding for full implementation of early childhood programs, including administrative dollars for MDE. 2. All service providers for early childhood programs must collaborate to assure efficient and effective program implementation.</p>			

# MDE & ISD/RESA Partnership: 4. Administrative Services (page 1 of 4)

(To provide administrative services that promote quality, efficiency and cost containment.)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u> State</p> <p><u>Regulation:</u> Revised School Code 380.622 380.1281</p> <p>Revised School Code State School Aid Act 388.1618 388.1681</p> <p>Uniform Budgeting and Accounting Act 141.421 – 141.440a</p> <p><u>Administrative Rules</u> Pupil Accounting R 340.1 – 340.17 Financial Accounting R 340.851 – 340.857</p> <p><u>State Board of Education Policies</u> *Elevating Educational Leadership (adopted 9/02)</p>	<p><b>A. <u>Pupil Accounting (audits, consultations on student attendance issues)</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop and provide pupil accounting and auditing manuals</li> <li>✓ Provide training in pupil accounting and auditing procedure.</li> <li>✓ Provide interpretation of statutory references to pupil accounting.</li> <li>✓ Coordinate the activities of the Pupil Accounting Advisory Committee</li> <li>✓ Provide oversight of the quality of ISD pupil accounting audits</li> </ul> <p><b>B. <u>Business &amp; Financial Services</u></b></p> <ul style="list-style-type: none"> <li>✓ Review school district financial audits and corrective action plans</li> <li>✓ Provide guidance on school district financial audit standards and requirements.</li> <li>✓ Collect comprehensive financial data from local and intermediate school districts.</li> <li>✓ Provide guidance and training on school district accounting and recordkeeping.</li> <li>✓ Intervene with districts and ISDs that have incurred a deficit fund balance</li> </ul>	<p><b>A. <u>Pupil Accounting (audits, consultations on student attendance issues)</u></b></p> <ul style="list-style-type: none"> <li>✓ Provide consistent interpretation and implementation of pupil accounting and auditing rules and regulations</li> </ul> <p><b>B. <u>Business &amp; Financial Services</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate in the communication of accounting and recordkeeping requirements</li> <li>✓ Collaborate in providing assistance to districts with negative fund balances</li> </ul>	<p><b>A. <u>Pupil Accounting (audits, consultation on student attendance issues)</u></b></p> <ul style="list-style-type: none"> <li>✓ Provide assistance in the development and management of student databases</li> <li>✓ Maintain and manage student databases</li> </ul> <p><b>B. <u>Business &amp; Financial Services</u></b></p> <ul style="list-style-type: none"> <li>✓ Provide centralized payroll and related services</li> <li>✓ Support professional negotiations ~ data collection, analysis &amp; dissemination</li> <li>✓ Financial, accounting, investment, cash management and data processing services</li> <li>✓ Provide financial consulting services to local districts with focus on avoiding potential or eliminating deficits.</li> <li>✓ Coordinate cost containment initiatives (e.g., centralized purchasing, cooperative bids, benefit purchase, etc.)</li> </ul>	
<b>RECOMMENDATIONS:</b>	See page 4			

## MDE & ISD/RESA Partnership: 4. Administrative Services (page 2 of 4)

AUTHORITY <i>(federal/state)</i>	MDE ROLE <i>(Interpret, establish, regulate)</i>	MDE / ISD ROLES <i>(Operationalize, collaborate)</i>	ISD ROLE <i>(Deploy, support)</i>	LEA/PSA ROLE <i>(Implement)</i>
	<p><b>B. <u>Business &amp; Financial Services (cont'd)</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Calculate and distribute state school aid payments to local and intermediate school districts on a monthly basis.</i></li> <li>✓ <i>Provide guidance, explanations, and training necessary for the districts and ISDs to supply information for the accurate calculation and payment of state school aid.</i></li> <li>✓ <i>Provide monthly detailed reports supporting the amounts of school aid provided to each district and ISD.</i></li> <li>✓ <i>Work with DMB regarding procurement efficiencies</i></li> </ul>			
<b>RECOMMENDATIONS:</b>	See page 4			

## MDE & ISD/RESA Partnership: 4. Administrative Services (page 3 of 4)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u> State</p> <p><u>Regulation:</u> Revised School Code 380.1233 380.1236 380.1236a 380.1321 – 380.1333 380.1561 – 380.1599</p> <p>Pupil Transportation Act, 1990 PA 187</p> <p>Nonpublic School Act of 1921, PA 302</p> <p><u>Administrative Rules</u> Use of School Bus for Transportation of Senior Citizens – R 340.231 – 340.238 Fees for Transporting Pupils to or from Nonmandatory and Noncredit Events – R 340.241 – 340.243 Transportation of nonpublic school children – R 340.281 – 340.382 State Aid for Transportation of School children – R 388.371 – 388.389 Teacher Certification Code – R 390.1101 – 390.1216</p>	<p><b>C. <u>Transportation</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop and disseminate bus driver curriculum and provide training</li> <li>✓ Coordinate Pupil Transportation Advisory Committee (PTAC)</li> </ul> <p><b>D. <u>Truancy</u></b></p> <ul style="list-style-type: none"> <li>✓ Provide information on home school families and nonpublic schools to ISDs and local districts</li> <li>✓ Investigate truancy complaints, as appropriate</li> </ul> <p><b>E. <u>Staff Recruitment</u></b></p> <ul style="list-style-type: none"> <li>✓ Process &amp; approve applications for permits</li> <li>✓ Monitor that requirements are met</li> <li>✓ Issue teaching certificates to qualified individuals</li> <li>✓ Conduct the suspension/revocation process for teachers with criminal convictions</li> </ul> <p><b>F. <u>Fund Procurement &amp; Grant Development</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify and apply for grants</li> <li>✓ Provide notice of grant opportunities</li> <li>✓ Provide technical assistance</li> <li>✓ Establish criteria, review applications, and award grants</li> </ul>	<p><b>C. <u>Transportation</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop bus driver training curriculum</li> <li>✓ Develop language for pupil transportation legislation</li> </ul> <p><b>D. <u>Truancy</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate to resolve truancy complaints.</li> </ul> <p><b>E. <u>Staff Recruitment</u></b></p> <ul style="list-style-type: none"> <li>✓ Assure that all state and federal NCLB requirements are met.</li> <li>✓ Reduce the number of full year and emergency permits</li> <li>✓ Assist with recruitment, employment and placement of highly qualified teachers</li> </ul> <p><b>F. <u>Fund Procurement &amp; Grant Development</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate to locate new grant procurement opportunities</li> </ul>	<p><b>C. <u>Transportation</u></b></p> <ul style="list-style-type: none"> <li>✓ Assist in bus routing, centralized purchasing, fleet operation, bus driver training</li> <li>✓ Participate on and facilitate PTAC</li> </ul> <p><b>D. <u>Truancy</u></b></p> <ul style="list-style-type: none"> <li>✓ Coordinate the monitoring and supervision of student attendance</li> <li>✓ Liaison with court system</li> <li>✓ Visit families</li> <li>✓ Refer to alternative programs</li> </ul> <p><b>E. <u>Staff Recruitment</u></b></p> <ul style="list-style-type: none"> <li>✓ Assist in the hiring and orientation of all staff</li> <li>✓ Provide centralized processing and placement (FBI fingerprinting, criminal background check, credentials review, etc.)</li> <li>✓ Sponsor and support teacher and substitute teacher recruitment initiatives</li> <li>✓ Facilitate criminal background checks</li> </ul> <p><b>F. <u>Fund Procurement &amp; Grant Development</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify consortia for grant applications</li> <li>✓ Provide fiscal agent responsibilities</li> </ul>	
<b>RECOMMENDATIONS:</b>	See page 4			

## MDE & ISD/RESA Partnership: 4. Administrative Services (page 4 of 4)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
Revised School Code 380.501 – 380.529 380.851 – 380.871 380.901 – 380.922 380.931 – 380.932 380.941 – 380.949 380.951 – 380.976	<p><b><u>G. State Board CEU Coordination</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Compliance monitoring</i></li> <li>✓ <i>Program coordination</i></li> <li>✓ <i>Administer the SB-CEU registration and sponsor process.</i></li> </ul> <p><b><u>H. Government Relations</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Review &amp; analyze bills and policies that affect education</i></li> <li>✓ <i>Participate in budget process</i></li> <li>✓ <i>Represent MDE's position to Congress and the Legislature</i></li> </ul> <p><b><u>I. Consolidations, Annexations, and Property Transfers (district boundaries)</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Provide administrative hearings and prepare decisions in property transfer appeals.</i></li> <li>✓ <i>Process requests to the State Superintendent for districts to hold elections concerning consolidation and annexation.</i></li> </ul> <p><b><u>J. Public School Academies</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Provide administration and oversight for PSAs and their authorizing agents.</i></li> </ul>	<p><b><u>G. State Board CEU Coordination</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Facilitate the SB-CEU registration and sponsor process.</i></li> </ul> <p><b><u>H. Government Relations</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Connect State Board policies with state and federal legislations by seeking amendments or interpretations to make them compatible.</i></li> <li>✓ <i>Distribute information on federal legislation, regulations, policies, and guidelines with potential effect on Michigan.</i></li> <li>✓ <i>Mobilize various education sectors to coalitions when federal legislation and/or policies are open for adjustment to better mesh with Michigan policy and practice.</i></li> <li>✓ <i>Give Michigan presence in Congress and with federal agencies and national organizations.</i></li> </ul> <p><b><u>I. Consolidations, Annexations, and Property Transfers (district boundaries)</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Maintain communications between the state and the ISD concerning potential district boundary changes.</i></li> </ul> <p><b><u>J. Public School Academies</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Collaborate on providing the proper oversight of PSAs</i></li> </ul>	<p><b><u>G. State Board CEU Coordination</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Develop, coordinate and maintain CEU database</i></li> </ul> <p><b><u>H. Government Relations</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Coordinate legislative information</i></li> <li>✓ <i>Facilitate opportunities to improve governmental relations</i></li> </ul> <p><b><u>I. Consolidations, Annexations, and Property Transfers (district boundaries)</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Respond to requests for property transfer pursuant to School Code sections 951-976.</i></li> </ul> <p><b><u>J. Public School Academies</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Authorize PSAs and/or assume the role of charter administrator pursuant to Sections 380.501 – 380.529 of the School Code.</i></li> </ul>	
<b>RECOMMENDATIONS:</b>	1. Increase MDE administrative capacity to assure adequate financial oversight and assistance. 2. Develop the means and procedures for effective collaboration between MDE and ISDs in support of districts near or in deficit status. 3. Identify and eliminate barriers to cost containment.			

# MDE & ISD/RESA Partnership: 5. Partnership Development (page 1 of 1)

(To build strong and supportive community partnerships around our schools and students.)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u></p> <p><u>Regulation:</u></p> <p>Revised School Code 380.1525</p> <p><u>Administrative Rules</u> NA</p> <p><u>State Board of Education Policies</u></p> <p>*Integrating Communities &amp; Schools (adopted 8/02)</p> <p>*Affirming School Learning (adopted 5/02)</p> <p>*Family Involvement Policy (adopted 5/97)</p>	<p><b>A. <u>Interagency Collaboration</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate on and build interagency partnerships related to children and families, communities, and leadership initiatives</li> <li>✓ Participate on the Children's Cabinet and Human Services Directors' Interagency Council</li> <li>✓ Work with interagency team to develop and maintain community collaborative database and website</li> <li>✓ Participate in development and implementation of homeland security efforts</li> <li>✓ Partner with higher education institutions</li> <li>✓ Partner with educational organizations and associations</li> <li>✓ Develop unique delivery mechanisms such as Principals' Academy, Coaches' Institute, and the <u>Leading Change</u> publication</li> </ul> <p><b>B. <u>Community Development</u></b></p> <ul style="list-style-type: none"> <li>✓ Work with Department of Labor &amp; Economic Growth, particularly Career &amp; Technical Education</li> <li>✓ Participate on the Michigan Business Leaders for Educational Excellence group</li> </ul>	<p><b>A. <u>Interagency Collaboration</u></b></p> <ul style="list-style-type: none"> <li>✓ Coordinate Medicaid reimbursement for school-based services</li> <li>✓ Provide cash-match agreements with Michigan Rehabilitation Services</li> <li>✓ Facilitate local participation on community collaborative groups</li> <li>✓ Facilitate collaborative meetings, workshops, and conferences</li> <li>✓ Collaborate on homeland security policies and procedures</li> </ul> <p><b>B. <u>Community Development</u></b></p> <ul style="list-style-type: none"> <li>✓ Facilitate joint efforts regarding sustainable community initiatives</li> </ul>	<p><b>A. <u>Interagency Collaboration</u></b></p> <ul style="list-style-type: none"> <li>✓ Participate in the local community collaboratives</li> <li>✓ Coordinate homeland security efforts</li> <li>✓ Partner with higher education institutions</li> <li>✓ Coordinate services for homeless youth</li> </ul> <p><b>B. <u>Community Development</u></b></p> <ul style="list-style-type: none"> <li>✓ To participate in local and regional economic community partnership activities</li> <li>✓ Economic and Community Development</li> <li>✓ Partnership Development</li> <li>✓ Outreach</li> </ul>	
<b>RECOMMENDATIONS:</b>	Continue to expand collaborative efforts at all levels.			

# MDE & ISD/RESA Partnership: 6. Technology Services (page 1 of 2)

(To ensure all students and staff have access to technology as a learning, management and communication tool.)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
<p><u>Authority Level:</u> State</p> <p><u>Regulation:</u> Revised School Code 380.627 380.1277 380.1291[1] 380.1481 380.1531b</p> <p>State School Aid Act 388.1698 388.1698b</p> <p><u>Administrative Rules</u> NA</p> <p><u>State Board of Education Policies</u> *Framework &amp; Standards for Virtual School Districts (adopted 3/02) *Commercial Advertising in Instructional Programming (adopted 9/90)</p>	<p><b>A. <u>Technology</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop and implement State Technology Plan</li> <li>✓ Monitor local district technology plans</li> <li>✓ Administer Technology Education Grant programs</li> <li>✓ Provide support services for the Freedom to Learn (FTL) program</li> <li>✓ Assist in the development of distance learning infrastructure and programming</li> <li>✓ Provide leadership for the collaborative development of web-based instructional resources</li> </ul> <p><b>B. <u>Regional Educational Media Center (REMC)</u></b></p> <ul style="list-style-type: none"> <li>✓ Participate in the REMC directors' group</li> <li>✓ Work with DIT to identify what, if any, role the state has regarding video streaming</li> </ul>	<p><b>A. <u>Technology</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate the development of the State Technology Plan</li> <li>✓ Assist with the documenting ways to integrate technology in all curricular areas</li> <li>✓ Provide leadership for required FTL professional development</li> <li>✓ Develop and pilot innovative strategies</li> </ul> <p><b>B. <u>REMC</u></b></p> <ul style="list-style-type: none"> <li>✓ Collaborate to establish video streaming opportunities</li> <li>✓ Collaborate to connect district needs to state resources</li> </ul>	<p><b>A. <u>Technology</u></b></p> <ul style="list-style-type: none"> <li>✓ Provide direct assistance and consulting services to districts in website development</li> <li>✓ Provide technical assistance, including on-site and dial-up repairs and consulting services, network engineering and consultation, standards development for hardware, direct programming</li> <li>✓ Facilitate group hardware and software purchases, use of Internet bandwidth, connectivity networks, telephone services</li> </ul> <p><b>B. <u>REMC</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop and maintain media/library resources for LEA use (thousands of video selections, graphics, and printing services, teacher work centers, and other assistance)</li> <li>✓ Provide leadership to develop video streaming opportunities</li> <li>✓ Provide WAN/LAN connectivity and Internet access</li> </ul>	
<b>RECOMMENDATIONS:</b>	Return responsibility for REMC oversight to Department of Education.			



## MDE & ISD/RESA Partnership: 6. Technology Services (page 2 of 2)

AUTHORITY (federal/state)	MDE ROLE (Interpret, establish, regulate)	MDE / ISD ROLES (Operationalize, collaborate)	ISD ROLE (Deploy, support)	LEA/PSA ROLE (Implement)
	<p><b>C. <u>Distance Learning</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Oversee development of on-line professional development courses</i></li> <li>✓ <i>Provide teleconferences for the purpose of information and professional development</i></li> </ul> <p><b>D. <u>Technology Literacy</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Oversee higher education to assure that new teachers can use technology in instruction</i></li> <li>✓ <i>Administer development of NCLB required 8<sup>th</sup> Grade Technology Assessment</i></li> </ul>	<p><b>C. <u>Distance Learning</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Plan and host teleconferences</i></li> </ul> <p><b>D. <u>Technology Literacy</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Assist with the implementation of grant projects</i></li> <li>✓ <i>Collaborate in the development of 8<sup>th</sup> grade technology assessment models</i></li> <li>✓ <i>Collaborate in the development of technology GLCE</i></li> </ul>	<p><b>C. <u>Distance Learning</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Provide virtual programming ~ virtual field trips, high school and university classes and enhanced learning experiences in content areas such as the arts and sciences</i></li> </ul> <p><b>D. <u>Technology Literacy</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Provide informational and instructional technology training</i></li> <li>✓ <i>Maximize the effective use of technological advances for instruction and administration</i></li> <li>✓ <i>Assist with the implementation of the 8<sup>th</sup> Grade Technology Assessment (NCLB)</i></li> </ul>	
<b>RECOMMENDATIONS:</b>				

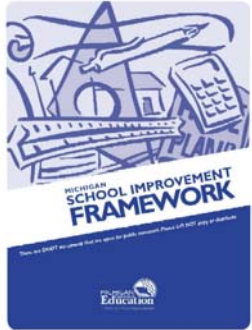
# MDE & ISD/RESA Partnership: 7. ISD/RESA Customized Services (page 1 of 1)

(To meet the specific and unique needs as requested by the communities served.)

AUTHORITY <i>(federal/state)</i>	MDE ROLE <i>(Interpret, establish, regulate)</i>	MDE / ISD ROLES <i>(Operationalize, collaborate)</i>	ISD ROLE <i>(Deploy, support)</i>	LEA/PSA ROLE <i>(Implement)</i>
	<i>Respond as appropriate in all categories</i>	<i>Collaborate as appropriate</i>	<b>Examples:</b> <ul style="list-style-type: none"> <li>✓ <i>Building Strong Youth</i></li> <li>✓ <i>Calendar Committee</i></li> <li>✓ <i>Counselors' Academy</i></li> <li>✓ <i>County Curriculum Committee</i></li> <li>✓ <i>County/Area School Board Association (CASBA)</i></li> <li>✓ <i>Leadership Plenty</i></li> <li>✓ <i>New Teachers' Academy</i></li> <li>✓ <i>Principals' Academy</i></li> <li>✓ <i>Superintendents' Academy</i></li> <li>✓ <i>Youth Leadership Council</i></li> <li>✓ <i>Public Notices</i></li> <li>✓ <i>Brochure &amp; newsletter development</i></li> <li>✓ <i>Customer service training</i></li> <li>✓ <i>Communications</i></li> <li>✓ <i>Public relations, media relations, and publications</i></li> <li>✓ <i>Schools of Choice Program</i></li> <li>✓ <i>Special Olympics</i></li> <li>✓ <i>Paraprofessional Training and Testing</i></li> <li>✓ <i>Partnership in review of MTTC and higher ed standards</i></li> <li>✓ <i>Satellite sites for higher education</i></li> <li>✓ <i>Support for aspiring administrators</i></li> <li>✓ <i>Shared offerings with universities</i></li> <li>✓ <i>Staff training partnerships</i></li> </ul>	
RECOMMENDATIONS:				

# Michigan School Improvement Framework

## The 12 Standards



### Strand I - LEADERSHIP

INSTRUCTIONAL LEADERSHIP

OPERATIONAL RESOURCE MGMT.

DISTRIBUTED LEADERSHIP

### Strand II – TEACHING & LEARNING

CURRICULUM

INSTRUCTION

ASSESSMENT

### Strand III - PERSONNEL & PROF. DEVELOPMENT

PERSONNEL  
QUALIFICATIONS

PROFESSIONAL  
DEVELOPMENT

### Strand IV - SCHOOL/ COMMUNITY RELATIONS

PARENT/FAMILY  
INVOLVEMENT

COMMUNITY  
INVOLVEMENT

### Strand V - DATA & KNOWLEDGE MANAGEMENT

DATA  
MANAGEMENT

KNOWLEDGE  
MANAGEMENT